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ABSTRACT

The purpose of the study was to investigate the relationship between Home-Career (H-C) conflict, Fear of success (FOS), achievement (n Ach) and Career motivation (CM) for women of differing sex role orientations. In addition, measures of self-esteem, risk-taking, perceived community support and early socialization were obtained. A positive relationship was expected between FOS and level of career motivation for an androgynous sex role orientation and a negative relationship for H-C conflict and level of career motivation for sextyped women. Subjects were 53 continuing education and 109 college undergraduate females. Analyses included canonical, discriminant, and multiple regression analyses. Measures of community support, community discrimination, self-esteem in relation to home and family, and early socialization experiences were found to be the salient predictors of high or low career motivation. FOS and H-C were found to be descriptive of highly motivated women, regardless of sex role orientation. The cost of this conflict to the productivity of these women was viewed as an area needing further research. (Author)

The Relationship of Home-Career Conflict, Fear-of-Success and Sex Role Orientation to Achievement and Career Motivation Given Different Levels of Perceived Environmental Support

by

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The model of achievement motivation developed by Atkinson and Raynor (1974) and McClelland (1971) is fairly well established for middle class boys and men but does not hold up for girls (Bardwick, 1971; Horner, 1968) or for persons from other cultures and socioeconomic backgrounds (Maehr, 1974). The model has identified several behaviors as typifying the high achiever: independence, persistence, preference for tasks of intermediate difficulty, high academic performance, and intrinsic motivation. Inconsistencies with that model are found for girls who obtain high scores on achievement motivation but do not show the predicted preferences for tasks of intermediate difficulty (Horner, 1968). Nor is girls' academic performance as high as that of boys with the same motivation scores (Horner, 1968). A model more relevant to the achievement motivation of women is one which includes the effect of sex role socialization practices and of present contextual discrimination and/or support systems in the environment. In this model it is assumed that early sex role socialization and other social learning variables lead to certain personality predispositions (i.e. androgyny, Home-Career conflict, esteem) and that these individual differences produce different achieving behaviors depending on the support or lack of support a woman perceives to be present in the environment.

Theories of career motivation can be usefully classified into four main types: developmental (Super, 1957; 1975); personality (Holland, 1953; 1973) sociological (Hollingshead, 1949; McDill & Rigsby, 1973) and social learning (Krumboltz, 1976). These approaches to explaining how persons come to choose their career are complementary rather than mutually exclusive. All have relevance for understanding the career development of women but none address fully the social learning differences experienced by girls and women when compared to men. The inadequacies of these models for women are highlighted when their adequacy is evaluated for other cultures. In developing countries where employment opportunities may be largely ascribed and social/economic mobility low the personality and developmental theoretical explanations are relatively useless. On the other hand, the sociological explanation (i.e. the environment determines choice) has more relevance. Similarly, for women and girls in the U.S. today, the environmental determinants appear to be salient ones. However, the American economy is more open than that of a developing country, and a social learning theory (i.e. Krumboltz) provides a theoretical explanation for career motivation similar to that proposed above for achievement motivation, namely one that includes the interactive effect of sex role socialization practices and of present contextual discrimination and/or support systems in the environment. We differ with Krumboltz, and with Maehr (1974) cited above in the specification of variables to be included in the model, but agree with their general explanatory concepts as most relevant for understanding sex differences in achievement and career motivation today in the United States.

The purpose of the study was to investigate the relationship between Home-Career (H-C) conflict, Fear-of Success (FOS) and Career (CM) and achievement

motivation (n Ach) for women of differing sex role orientations using Bem's sex Role Inventory (BSRI). In addition, measures of self-esteem, risk-taking, perceived community support, and early socialization experiences were obtained. It was hypothesized that a positive relationship would be found between FOS and level of career motivation (CM) for an androgynous (independent; initiating, nuturant, expressive) sex role orientation. It was further hypothesized that a negative relationship would be found between H-C conflict and level of career motivation for traditional sextyped women (nurturant but not initiating and independent). That is H-C conflict would inhibit career motivation for these women. Conflict measures were hypothesized to interact with certain dependent variables. Horner (1968) for example, found that FOS was higher in women who were academically gifted. Such women would be expected to obtain high scores on the Academic Self-esteem scale. H-C was expected to be effected by different levels of perceived support for career goals in the community and at the more intimate family level. Some dependent variables were expected to have a curvilinear relationship (i.e. risk, Atkinson and Raynor, 1974) to the achievement motivation variables.

Procedures

Measures

Measures were: Horner's FOS using ambiguous cues (Horner & Fleming, 1977); H-C, a measure developed for the study on Horner's model; Bem's BSRI (1976) using her four-way classification; CM, Holland (1977); achievement motivation using Horner's (1968) verbal cues adapted from Atkinson; Risk (Kagan and Dorros, 1975); Self-Esteem using three scales from Coopersmith (1975); Community support, adapted from Birk and Tanney (1973); and Early Socialization (Fyans, 1978).

Analyses

Analyses included canonical correlational, discriminant, and multiple regression. Canonical analyses were used because they permitted testing the effect of predictors on both achievement and career motivation variables simultaneously. For purposes of grouping for some of the canonical and for the discriminant analyses, subjects BSRI (Bem, 1976) scores were used to identify traditional sex types, androgynous and undifferentiated groups. The canonical analyses treated career and achievement motivation as criterion variables and the nine dependent measures as predictor variables. The discriminant analyses included both predictor and criterion variables as possible discriminants of sex typed groups. Following Tatsuoka (1971) the risk variable was squared to test for possible curvilinear effects.

The possibility of within and between group interaction effects among the dependent variables was explored by first extracting significant interaction effects from a discriminant analysis (Colley & Lohnes, 1971). Interactions entered in the discriminant analyses were limited to seven two-way interactions. These were H-C x FOS; H-C x Community Support; H-C x Self-Esteem Home; H-C x Risk-squared; FOS x Self-esteem Social; FOS x Self-esteem Home; and FOS x Risk-squared. These interactions were included based on their high intercorrelation with one or more of the main effect variables. Earlier attempts to enter more two-way interactions had resulted in a singular matrix.

Following the discriminant analyses multiple regression and canonical correlational analyses were run with interaction terms included. By not grouping subjects on their BSRI (Bem, 1975) sex role orientation it was

possible to enter twenty-five first order interaction terms, since the N was substantially increased. In this analyses sex role orientation was included as a predictor.

Subjects

Female subjects were all married and mothers of children, drawn from two age groups and educational levels. Representative sampling methods were used (Kerlinger, 1973). Ethical standards were adhered to in obtaining research subjects. In addition to voluntary participation subjects remained anonymous unless they wished to obtain their scores. A state university in Illinois provided the site for the college undergraduate group (N = 109). A community college in the same state provided the site for the continuing education group (N = 53). The college sample had a mean age of 21, the continuing education sample a mean age of 37. Thirty male subjects in the state university also took the measures.

Results

Means and standard deviations for predictor and criterion variables were obtained but are not reproduced here because of space limitations. Correlations among predictor variables were reviewed for each subject group. Significant intercorrelations were found for all groups between the self-esteem measures. For continuing education women, college men, but not college women, the self-esteem measures were significantly correlated with the community support measure ($p < .05$). Male college subjects obtained a significant negative correlation between high FOS and low community support ($p < .01$).

Correlation between the criterion variables CM and n Ach were mostly

negative, reaching significance for the continuing education group ($p < .05$). Examination of the means and standard deviations for these variables indicated that the standard deviations from n Ach scores were large, especially in the case of continuing education women. In contrast σ as in the expected range for career motivation scores. Male college students obtained a lower positive correlation (r .15) between the criterion variables.

Hypotheses Related to Conflict Measures

It was hypothesized that fear-of-success would be positively correlated with career motivation for androgynous women. This hypothesis was confirmed for continuing education ($p < .05$) but not for college women. It was further hypothesized that Home-Career conflict would be negatively correlated with career motivation for female sex-typed women. This hypothesis was not confirmed. Hypotheses related to interaction effects for conflict measures and other dependent variables were confirmed. Six significant interaction effects were obtained, three for each conflict variable. Tables 6, 7, 8 and 13 present these findings.

Canonical Analyses

Results for the canonical correlational analyses using sex-type to classify subjects obtained five significant canonical variates. Four of these were for continuing education subjects. One was for traditional sex typed college females. Results are reported for significant canonical variates only. For the continuing education group of women traditional sex type women and androgynous women obtained significant results, undifferentiated sex type females did not. Canonical results were also significant for college traditional sex typed subjects.

Findings for androgynous continuing education women high in career motivation (Table 1) were that these women were also high in fear-of-success as predicted ($p<.01$). However, in addition these women were found to view themselves as socially unpopular and their risk taking pattern was one of choosing either a very high or a very low risk. An interesting finding was that CM was negatively correlated with n Ach ($r=-.23$) for these women. Intermediate risk taking, characteristic of high n Ach persons did not accompany subjects' high career motivation scores. These mothers, who valued independence and goal directed behavior in themselves appeared to be uncertain about their social acceptance and the positive consequences of their academic/career success.

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Insert Table 1 About Here

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A second group of androgynous women, obtained through the canonical classification (Table 2) were characterized by high n Ach and low CM ($p<.05$). These women perceived the community as unsupportive of their career goals, and their early experiences in their family as unsupportive of independent behavior and academic achievement. Unlike the first group they did not aim high in a career. Lack of perceived community support for their career goals appeared to supercede, for these women, their good feelings about their academic ability and led them to choose non-challenging careers.

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Insert Table 2 About Here

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Traditional sex typed women in both college and in continuing education classes, who were high in achievement motivation but low in career motivation ($p<.01$) obtained different patterns of weights on the predictor variables (Tables 3 and 4). The college women obtained a negative weight on Risk-squared suggesting that some tend to prefer high risks, others low. The continuing education women obtained negative weights on H-C, early socialization, and self-esteem. Home measures suggesting that they perceived their family as unsupportive of their independent and achieving behaviors. Career motivation and n Ach were again negatively correlated ($r = -.32$).

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Insert Tables 3 and 4 About Here

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Traditional sex typed continuing education women, similar to their androgynous sisters, when characterized by high n Ach and high career motivation (Table 5), also had high levels of fear-of-success ($p<.01$) and viewed themselves as socially unpopular. They had a similar risk pattern as well, namely some were inclined to take high risks and other low risks. These sextyped women differed, however, from androgynous women in that this pattern of characteristics appeared when they perceived the community as supportive of their career goals.

Discriminant Analyses

The discriminant analyses for continuing education women produced two discriminant fuctions accounting jointly for 100% of the variance. MANOVA eta-square was .72 (Glass & Stanley, 1971) indicating that the nonlinear relationships accounted for more of the variance than the linear ones. Since main effects across both discriminant fuctions accounted for only 28%

of the variance, and the F statistic was not significant, the interaction effects were viewed as more powerful than the dependent variables alone in differentiating the sex typed groups. For both traditional sex typed and androgynous women the highest interaction was for FOS x Self-esteem Academic (Tables 1 & 2). No other interaction effects were equal to half of these weights or better (Tatsuoka, 1971) and therefore are not reported. Although the same interaction described both sex role orientations both discriminant functions differentiated the two groups well (Figure 1). Wilk's lambda (Tatsuoka, 1971) was also small (.28) supporting this inference. The group means for these functions on all variables entered indicated good differentiation for groups.

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Insert Tables 1 & 2 and Figure 1 About Here

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As indicated previously, the discriminant analyses were performed as a preliminary step preceding a multiple regression analysis. On the basis of the findings reported above it was decided that the interaction terms should be included in the regression analyses. The discriminant analysis also lent some support to the hypothesis that traditional sex typed women differ from androgynous women on achievement motivation related variables.

The discriminant analyses of college level data yielded one significant discriminant fuction for male (N=30) and female subjects (N=109) combined accounting for 53% of the variance. Figure 2 graphs the discriminant centroids for three female groups and the male group, illustrating graphically that in this analyses sex differences outweighed differences between sex typed female groups. Table 8 presents the high and low discriminant weights for

discriminant function 1 ($p < .05$). The group with the highest mean, overall variables, was the traditional sex typed female group (Figure 2), however differentiation for the four groups was not very substantial the range was 4.9-6.3, and Wilk's lambda was .56.

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Insert Table 8 & Figure 2 About Here

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The discriminant analyses of data for college females only yielded one significant function accounting for 65% of the variance. MANOVA eta-square was .40 indicating that nonlinear relationships accounted for 40% of the variance, less than that found for the continuing education females. The F ratio was significant ($p < .05$) for this analyses and X^2 for the first discriminant fuction was also significant ($p < .05$). Figure 3 presents the discriminant centroids for college sex typed groups on functions 1 and 2. The Figure suggests clearer differenees between the undifferentiated group and the two other sex typed groups. Further analyses is needed to clarify these differences. Table 9 presents the discriminant weights for Function 1. Since the group means for this function were not substantially different (i.e. the range was 8.4-9.9) and Wilk's lambda (.56) was moderate rather than low it would be unwise to describe any one of the three sex typed groups as characterized by this function. Overall the discriminant analyses supported

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Insert Table 9 and Figure 3 About Here

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the inclusion of interaction effects in the regression analyses to follow.

Multiple Regression Including Interactions as Predictors

Multiple regression analyses including twenty-five interaction terms and ten predictors yielded a significant F($p < .05$) when Achievement Motivation was the criterion for Continuing Education women. Using Career motivation as criterion, the F value was significant at the .10 level only for these women. Results are reported for these analyses in Tables 10 and 11 for predictors and interaction terms obtaining significance ($p < .05$ or better). Regression analyses using college data did not reach significance.

Need Achievement was predicted by moderate risk-taking, Academic Self-esteem, and two interaction effects (Table 10). The interactions were both with an androgynous sex-role orientation found to interact with moderate Social Self-esteem (perceived popularity) and moderate levels of perceived community support for career and achievement goals.

Career motivation (Table 11) was predicted by several variables in an opposite direction [illegible]at found for n Ach (i.e. risk pattern and perceived support in the community). It should be recalled, as reported earlier that n Ach and CM were correlated -.34 ($p < .05$). The significant interactions of community support with Social Self-esteem suggest [illegible]t when self-esteem was moderate, high perceived community support predicted high career motivation. However, self-esteem had to be high or low (but not moderate) when perceived community discrimination was high, to predict high career motivation. Androgynous sex-role orientation interacted with high and low levels of Social Self-esteem in predicting high career motivation. When the interaction effects are negative we can only speculate as to whether the effect represents high or low levels of the second term.

Canonical Analyses Including Interactions as Predictors

Canonical correlational analyses with the twenty-five interaction terms and ten predictor variables yielded two statistically significant canonical variates: one for continuing education females; and one for college students. The canonical analyses using female college students alone did not reach significance.

Table 12 presents high positive and negative weights for the canonical analyses with continuing education females. The results of this analyses are quite different from those obtained prior to including interaction terms (see Tables 1, 2, 4 and 5). For example in the previous analyses Academic Self-esteem was positively associated with high achievement motivation. It should be noted that the correlation between these two measures was .17. In the present analysis the subgroup of continuing education females characterized by high achievement motivation and low career motivation was characterized by low Academic Self-esteem. The multiple regression analyses reported previously confirmed that for achievement motivation Academic Self-esteem was a negative predictor (t was -2.25; $p < .05$). Several interaction terms were among the high positive and negative weights for this canonical variate (Table 12). Wilk's lambda for this group was extremely small (.07) indicating that the group was well differentiated from other continuing education females. In contrast lambdas for the previous analysis (Tables 2 and 4) were .48 and 57 respectively. The multiple R was .90 indicating that about 81% of the variance was accounted for by these variables. Career

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Insert Table 12 About Here)

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motivation for these women appeared to be lowered by the interaction of self-esteem with perceived community support, and with sex-role orientation. High home-career conflict interacted with perceived community support inversely. A very complex picture is presented, confirming our earlier theoretical model as interactive and multivariate.

Table 13 presents high positive and negative weights for the canonical analyses with college students. The results of this analyses were less impressive than those obtained for continuing education subjects. The multiple R was .53 in contrast to .90 for the continuing education subjects. Wilk's lambda was higher (.55) indicating less clear differentiation for this subgroup of college students from the total group. However, the first canonical variate was significant ($p < .05$) and is reported in Table 13.

Discussion

The most powerful findings, statistically speaking, for this study are represented by Tables 1, 5, 10 and 12, all for the continuing education mothers. Each of the canonical variates presented in Tables 1, 5 and 12 represent a subgroup of this sample differing with respect to their motivation pattern. For example, Table 1 represents a subgroup high on career motivation, whereas Table 5 represents a subgroup high on both career and achievement motivation and Table 12 represents a subgroup high on achievement motivation but low on career motivation. As might be expected, each of these subgroups is characterized by different predictors.

High Career Motivation: High Achievement Motivation

Table 5 presents the only data obtained for women high in both career motivation and achievement motivation. The difference for this group compared

to a group high in only career motivation (Table 1) was that they had high levels of perceived community support. There are two possible explanations here. We could infer that sex typed women need to perceive the community as supportive of their career goals if they are to aim high in a career. Alternatively we could infer that community support was needed to ensure that both achievement and career motivation were high for these women.

High Career Motivation

The picture for continuing education women high in career motivation is presented in Tables 1 and 11. In Table 1 data are presented for Androgynous subjects who are characterized by high levels of Fear-of-Success, a high-low risk pattern, and low Social Self-esteem (popularity). In contrast continuing education women not grouped by sex-type (Table 11) were characterized by low levels of perceived community support but a similar risk pattern. Interaction effects were strong for this group suggesting that perceived community support was moderated by moderate levels of Social Self-esteem and that androgynous women were affected by high or low levels of Social Self-esteem. Two characteristics were common to both groups: a high-low risk pattern, and androgyny influenced by low perceived popularity. One is tempted to speculate that women who aim high in a career are non-traditional (androgynous), unpopular, and unpredictable. For continuing education women there are penalties for aiming high in a career. They feel unpopular and their risk taking preferences reflect a lack of confidence in their environment's predictability. They remain unable to calculate the odds for or against their career success.

High Achievement Motivation

Table 10 presents regression data for continuing education women where high achievement motivation is as much predicted by the interaction effects

of androgynous sex role, perceived popularity, and perceived community support as it is by Academic Self-esteem or willingness to take risks. This is, similarly, a complex picture of the factors influencing high motivation.

High Achievement Motivation: Low Career Motivation

A subgroup of continuing education mothers (Table 12) had high achievement motivation but low career motivation and was characterized by four interaction effects and two negative main effects. Wilk's lambda was .07 for this canonical variate indicating extremely good differentiation from the rest of the subjects studies. The interaction effects appeared to have a powerful moderating influence on this subgroup. A very complex picture is presented of the factors influencing the achievement and career motivation of these women. Based on the evidence presented it would be premature to attempt an explanation for low career motivation in women who are highly motivated academically. It seems however, safe to say, that no unitary explanation should be expected, but rather an explanation which highlights individual and situational differences.

The negative relationship obtained between career and achievement motivation for both continuing education ($p < .05$) and college women may be a clue. Androgynous women in both groups obtained larger negative correlations between these two variables than traditional sex typed women. Is it possible that non-traditional women (i.e. androgynous) are less consistent with respect to academic and career motivation than traditional sex typed women? Intervening variables appear to be inhibiting high achievement motivated women from expressing their high motivation in a commensurately high level career choice.

Risk

The risk-taking patterns for the women studied often took a 'u' shape indicating that some women were characterized by high risk-taking and others by low. This traditional sextyped pattern of preferring extremes was founnd for women for both age groups high in achievement motivation (Tables 3 and 5) contrary to Atkinson's (Atkinson and Raynor, 1974) model where moderate risk-taking typically accompanies high n Ach. This extreme pattern of risk-taking was also found, for androgynous continuing education women high in career motivation (Table 1). Perhaps high achievement and career oriented women who are married perceive the enviroment as unpredictable - an inference derived from their ambivalent risk preferences. Continuing education women (Table 10) were found to have a risk pattern similar to the Atkinson model when interaction effects were partialled out, especially those related to self-esteem, community support, and nontraditional (androgynous) sex role orientation. However, their risk pattern assumed the familiar 'u' shape when career motivation was the criterion, even when the effect of the interactions was taken into account (Table 11). It is possible that women perceive more social sanction for their academic endeavors than for their career endeavors.

Conflict Measures

The conflict measures for Home-Career (H-C) conflict and Fear-of-Success (FOS) provided some information on why women have inhibited career motivation. Sextyped continuing education women scored high on FOS and career motivation, provided they perceived support available to them in the community for their career goals. Androgynous women scored high on FOS, and career motivation, whether or not they perceived support in the community. FOS was found to be

moderated by self-esteem scores, both Academic Self-esteem and Social Self-esteem, sometimes in a negative direction, at others in a positive direction (Tables 6, 7, 8 and 13 present these data). Home-career conflict socres were moderated by self-esteem in relation to home and family (Table 8) and by perceived community support and early socialization experiences (Tables 9 and 12). The finding that high levels of FOS were associated with high career motivation ($p<.05$) raises interesting questions about the cost of this conflict to the actual productivity of these women.

Sex Role Orientation

Sex role orientation appeared to be a useful predictor in the analyses of data presented here for continuing education and college women. It seems that the presence or absence of perceived support at home or in the community for traditional sextyped women's career goals is important for high motivation, while for androgynous women it was not. Perhaps traditional sextyped women are more dependent on social sanctions for their career motivation to surface than are their androgynous sisters. This inference makes sense in light of Bem's (1976) traditional sextyped construct which identified women who perceive themselves as dependent rather than independent.

Environmental Support

The measures Self-Esteem Home, Early Socialization and Community Support appear to be highly useful in picking up information on why women have inhibited career motivation. Their interactive effect with other predictor variables is demonstrated by data presented in Table 8-13 in which ten signficant interaction effects contain these variables.

The implications of this study for achievement and career motivation theory are to lend tentative support for the interactive social learning

context model proposed at the beginning of this paper. The evidence again highlights the inadequacy of the older models based largely on middle class male norms (Atkinson & Raynor, 1974; Super, 1975).

The implications for research suggest a closer look at which contextual variables optimize or alternatively inhibit achieving motivation in women. Naturalistic observation methods (Bergin & Strupp, 1970) might be employed with benefit in this task. At a later stage, or concurrently, experimental studies might examine the effect of matching particular personality types (i.e. sextyped, androgynous) with environments differing in the degree of support offered for the woman/girls achieving behaviors.

Implications for practice suggest a variety of interventions rather than focusing change efforts in one area. McClelland's (1971) strategy of reeducating adults and adolescents could be applied to girls and women to help change their values, attitudes and self-concepts in the direction of greater achievement motivation. Atkinson's (Atkinson and Raynor, 1974) strategy of changing the environment to optimize motivation could be applied to family education, teacher education, teachers, employers, legislators and policy makers. Both these approaches are now currently used. A third approach suggested some years earlier by Cronbach (1958) is to match the individual and the environment in some manner to optimize achieving behavior. For example, a sextyped girl may be highly achieving given adequate support for achieving behavior at home and school, whereas an androgynous girl may thrive in a somewhat different environment. All three approaches alone have limitations, namely relying on change in either the individual or the society to solve the problem. The third approach is not free of this difficulty, since matching individual differences to environments, assumes that these

individual differences are relatively unchanging and stable.

The study described in this paper provide some tentative directions for theory, research and practice relative to the achieving behaviors of girls and women. The fact that conflict was found to be highest in highly motivated women suggests that much remains to be done before women's full potential is unleashed both for their personal benefit and that of society.

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Table 6

Discriminant Function[a] for Androgynous Continuing Education Females

High Positive Wts.[b]	High Negative Wts.
FOS (5.08)	
High Positive Interaction Wts.	**High Negative Interaction Wts.**
	FOS x Self-esteem Academic (-6.9)

a. MANOVA eta-square .72; Wilk's λ .28
b. Standardized discriminant weights

Table 1

Canonical Variate One[a] for Androgynous Continuing Education Females

Predictor-Variable Set		Criterion-Variable Set	
High Positive Weights		High Positive Weights	
Fear of Success	(.86)	Career Motivation	(1.02)
High Negative Weights		High Negative Weights	
$(Risk)^2$	-1.42		
Self-Esteem Social	(-.72)		

a. R .78****($p < .001$) ; Wilk's λ .22

Table 2

Canonical Variate Two[a] for Androgynous Continuing Education Females

Predictor-Variable Set	Criterion-Variable Set
High Positive Weights	High Positive Weights
Academic Self-Esteem (.56)	Need Achievement (.95)
High Negative Weights	High Negative Weights
Early Socialization (-.60)	Career Motivation (-.14)
Home Self-Esteem (-.95)	
Community Support (-.41)	

a. $R = .64^{*}$ ($p < .025$); Wilk's $\lambda = .58$

Table 3

Canonical Variate One[a] for College Sextyped Females

Predictor-Variable Set		Criterion-Variable Set	
High Positive Weights		High Positive Weights	
		Achievement Motivation	(.96)
High Negative Weights		High Negative Weights	
(Risk)[2]	(-7.2)	Career Motivation	(-.18)

a. R_c = .68**(p<.01)
Wilks λ = .12

Table 4

Canonical Variate Two[a] for Continuing Education Sextyped Females

Predictor-Variable Set	Criterion-Variable Set
High Positive Weights	High Positive Weights
Academic Self-Esteem (.93)	Need Achievement (.63)
High Negative Weights	High Negative Weights
Early Socialization (-.38)	Career Motivation (-.60)
Home Self-Esteem (-.41)	
Home-Career Conflict (-.47)	

[a] R .72** ($p < .01$); Wilk's λ .47

Table 5

Canonical Variate One[a] for Continuing Education Sextyped Females

Predictor-Variable Set	Criterion-Variable Set
High Positive Weights	High Positive Weights
Community Support (.75)	Career Motivation (.85)
Fear-of-Success (.56)	Achievement Motivation (.87)
High Negative Weights	High Negative Weights
$(\text{Risk})^2$ (-1.40)	
Social Self-Esteem (-.98)	

a. R .89** ($p < .01$)
Wilk's λ .10

Table 7

Discriminant Function 2[a] for Sextyped Continuing Education Females

High Positive Wts.[b]	High Negative Wts.[b]
FOS (5.34)	
High Positive Interaction Wts.	High Negative Interaction Wts.
	FOS x Self-esteem Academic(-5.

a. MANOVA eta-square .72 ; Wilk's λ.28
b. Standardized discriminant weights

Table 8[a]

Discriminant Function 1 for College Students

High Positive Wts.[b]	High Negative Wts.
FOS (1.65)	H-C(-1.72)
High Positive Interaction Wts.	**High Negative Interaction Wts.**
H-C x Home self-esteem(1.54)	FOS x Social self-esteem (-2.87)

a. MANOVA eta-square .44; Wilk's λ .56

b. Standardized discriminant weights.

X^2 67.8 df 50 ($p<.05$)

Table 9

Discriminant Function 1 for College Married Women

High positive wts.	High Negative wts.
H-C(5.68)	
High positive interaction wts.	**High negative interaction wts.**
H-C x Community Support (1.94)	H-C x Early Socialization(-3.47

a. MANOVA eta-square .40; Wilk's λ .60

$X^2$48.7 df 34($p < .05$); F (p .05)

b. Standardized discriminant weights

Table 10

Simultaneous Multiple Regression Analysis[a] for Continuing Education Women Using Achievement Motivation as Criterion (N=53)

Predictor	R	t	wt.
Androgyny x Self-Esteem Social	.87	3.04**	1.25
Androgyny x Community Support	.87	2.22*	1.40
Risk-squared	.87	2.14*	.47
Self-Esteem Academic	.87	-2.26*	-1.48

* $p < .05$

** $p < .01$

a. $F = 1.88*$

Table 11

Simultaneous Multiple Regression Analysis for Continuing Education Women Using Career Motivation as Criterion

(N= 53)

Predictor	R	t	wt.
Community Support x Self-Esteem Social	.86	3.93***	1.49
Community Support	.86	-3.81**	- 1.06
Risk-squared	.86	-2.14*	- .50
Androgyny x Self-Esteem Social	.86	-2.43*	- 1.30

* p<.05 ; ** p < .01; *** p < .001.

Table 12

Canonical Variate One[a] for Continuing Education Females

Predictor-Variable Set	Criterion-Variable Set
High Positive Main Effect Wts.	High Positive Main Effect Wt
Community Support (.33)	Achievement Motivation(.76)
High Positive Interaction Wts.	
Androgyny x Social Self-Esteem(.34)	
H-C x Community Support (.23)	
High Negative Main Effect Wts.	High Negative Wts.
Academic Self-esteem (-.29)	Career Motivation(-.64)
High Negative Interaction Wts.	
Community Support x Social Self-esteem (-.45)	
Androgyny x Home Self-esteem (-.24)	

a. R =.90($p < .01$); Wilk's λ .07.

Table 13

Canonical Variate One[a] for College Students

Predictor Variable Set	Criterion Variable Set
High Positive Main Effect Wts.	**High Positive Wts.**
Home Self-esteem (.33)	
Early Socialization (.22)	Achievement Motivation (.47)
Social Self-esteem (.19)	
High Positive Interaction Wts.	
H-C x Community Support (.32)	
Community Support x Social Self-esteem (.27)	
FOS x Academic Self-esteem (.23)	
High Negative Main Effect Wts.	**High Negative Wts.**
FOS (-.38)	Career Motivation (-.88)
High Negative Interaction Wts.	
Home Self-esteem x Early Socialization (-.34)	
Androgyny x Community Support (-.25)	

a. $R = .53 (p < .05)$; Wilk's λ .55

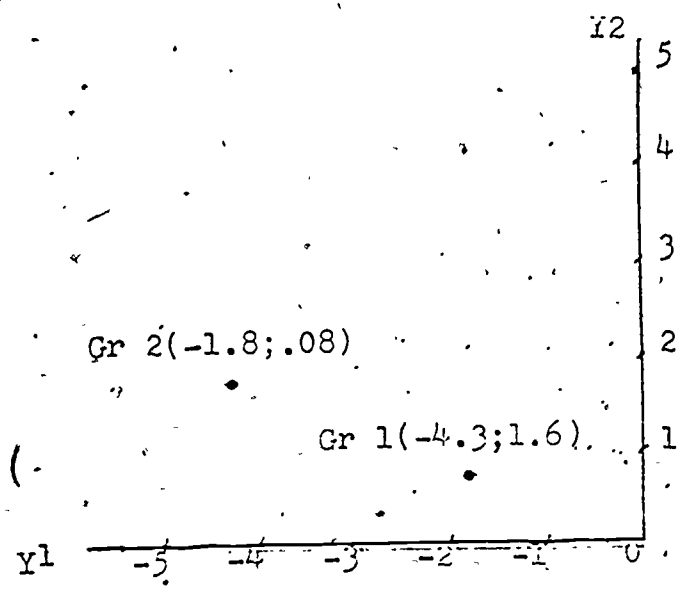

Figure 1: Discriminant function centroids for Sextyped Continuing Education females(Gr 1) and Androgynous Continuing Education females(Gr2).

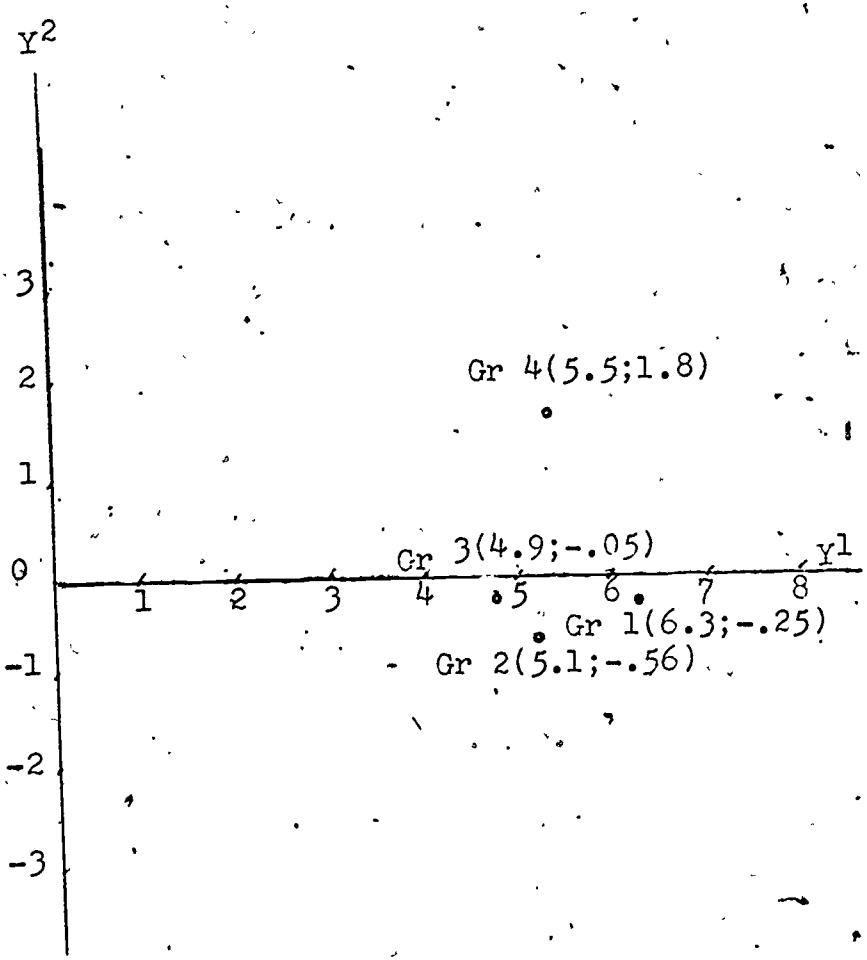

Figure 2: Discriminant function centroids for College Sextyped (Gr 1) Androgynous (Gr 2) Undifferentiated (Gr 3) females and Sextyped males (Gr 4).

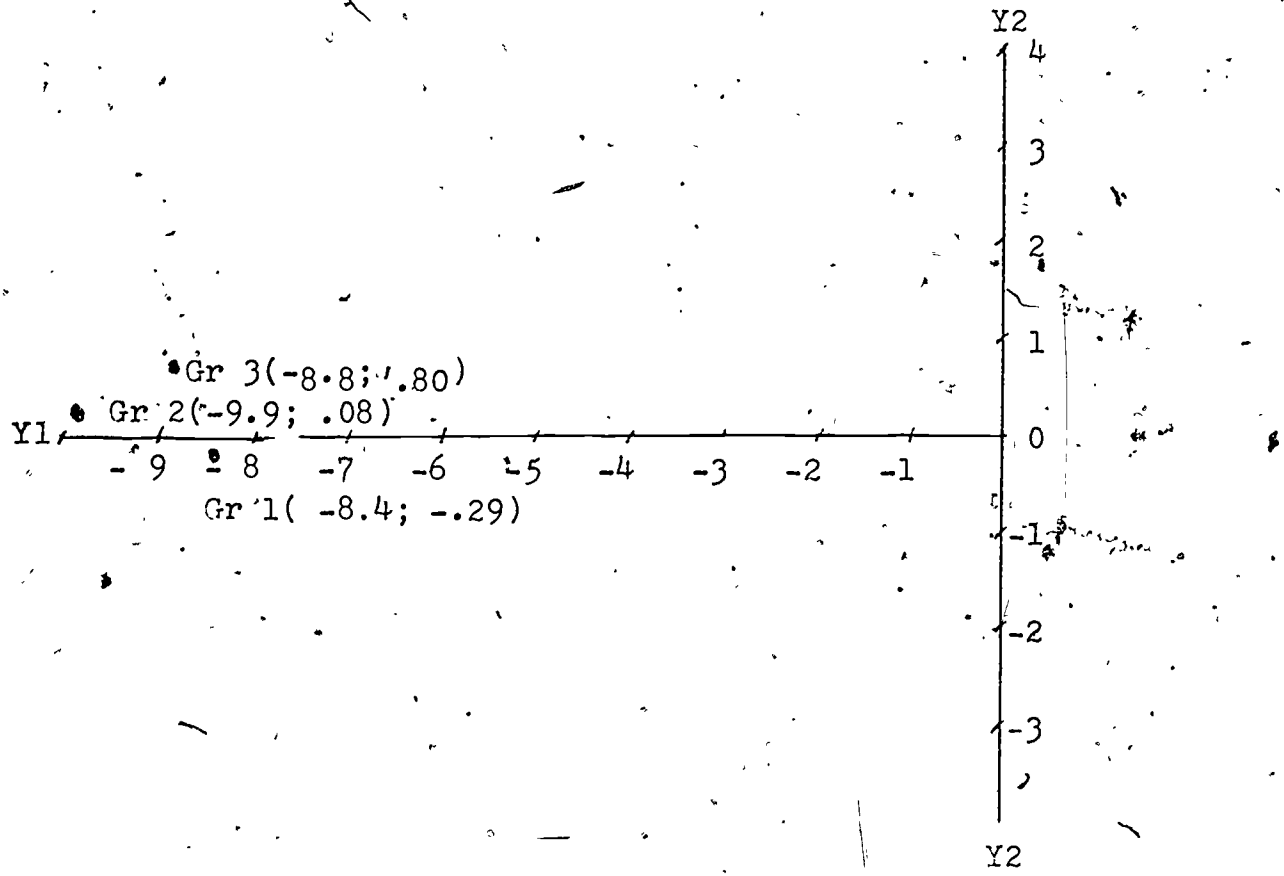

Figure 3: Discriminant function centroids for Undifferentiated(Group 1) Sextyped(Group 2) and Androgynous(Group 3) college females.